

LOCATOR	YES/NO	LEAST RESTRICTIVE ENVIRONMENT (LRE) Policy & Procedure Checklist
		POLICY
		Children with disabilities, including children in public or private institutions or other care facilities, will be educated to the maximum extent appropriate with children who are not disabled in accordance with §§300.114-300.117 of the IDEA regulations.
		PROCEDURES
		§300.114 LRE REQUIREMENTS The public agency will ensure that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
		§300.115 CONTINUUM OF ALTERNATIVE PLACEMENTS 1) The public agency will make available a continuum of alternative placements to meet the needs of children with disabilities for special education and related services. 2) The continuum of alternative placements will include: <ul style="list-style-type: none"> a) Instruction in regular classes, special classes, special schools, home instruction, and instruction in hospital and institutions; b) Supplementary services, such as a resource room or itinerant instruction, to be provided in conjunction with regular class placement.
		§300.116 PLACEMENTS 1) The placement decision for each child will be: <ul style="list-style-type: none"> a) Made by a group that includes the parents and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; b) In conformity with the LRE provisions of the IDEA regulations; c) Determined at least annually; d) Based on the child's IEP; and, e) As close as possible to the child's home. 2) Unless the IEP of a child requires some other arrangement, the child will be educated in the school that he or she would attend if not disabled.

LOCATOR	YES/NO	LEAST RESTRICTIVE ENVIRONMENT (LRE) Policy & Procedure Checklist
		<p>3) In selecting the LRE, consideration will be given to any potential harmful effect on the child or on the quality of services that s/he needs.</p> <p>4) A child with a disability will not be removed from age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.</p>
		<p>§300.117 NONACADEMIC SETTINGS</p> <p>1) In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and other nonacademic activities, the public agency must ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child.</p> <p>2) The public agency will ensure that the supplementary aides and services determined by the IEP Team to be appropriate and necessary are provided to allow the child to participate in nonacademic settings.</p>